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ABSTRACT

This book explores the aims and strategies of the Educational Fostering movement (EFO), a collection of educational policies in Israel that are intended to narrow gaps in educational opportunities and achievement between ethnic minorities and the ethnic majority. Educational fostering is aimed at students who are marginalized contextually or personally. The analysis leads to the conclusion that social inequality is reversible and that EFO is one means of contributing to equalization. It is argued that EFO should be targeted to the social margins, rather than to ethnically or racially defined groups, in order to reduce inequality without stigmatizing ethnic or racial groups. A theoretical typology of intervention is proposed that calls for bypass strategies to equalize the rewards that the target group receives, fill-in strategies that focus on replenishing rewards they lack, and asset strategies that reinforce rewards the population already possesses. The authors reject applying a policy of homogenization to the classroom or school and suggest that differential teaching inputs with uniform achievement goals, can make heterogeneity an asset. Central to the discussion is a view of educational disadvantage as a reversible condition. One table and one figure illustrate the discussion. (Contains 181 references.) (SLD)

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